



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2007 (Reports Revised October 2007)
ID: 11341350
District: Portland Public Schools
School: Presumpscot School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
English Language Arts – Writing Results	10-11

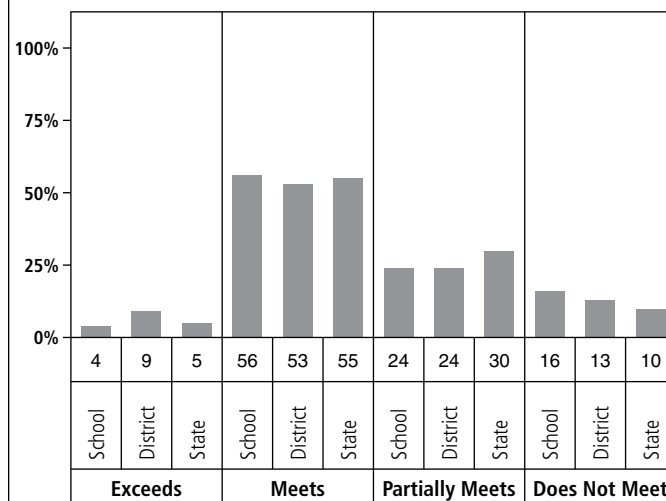
SUMMARY OF SCORES

Date: March 2007
Grade: 5
District: Portland Public Schools
School: Presumpscot School

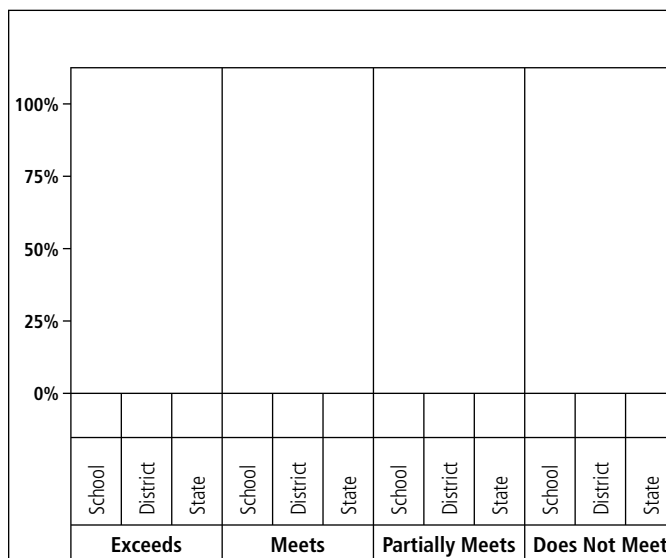
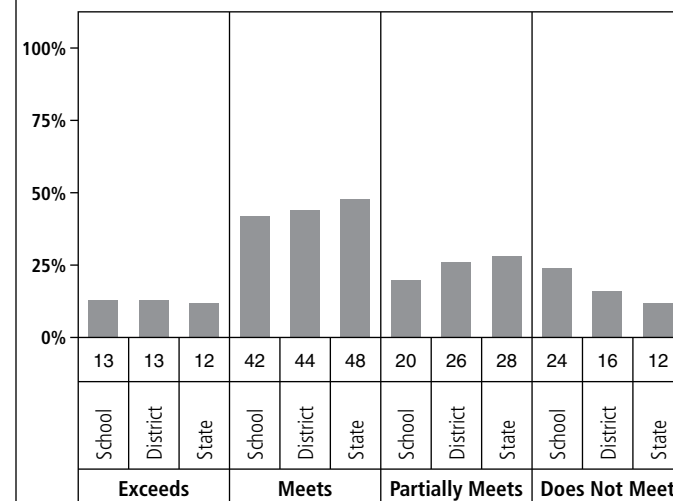
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	544 544 544	544 544 544	544 544 544
Mathematics 2005–2006 2006–2007 Cum. Avg. *	546 543 544	542 544 543	543 546 544
ELA – Writing 2005–2006 2006–2007 Cum. Avg. *	544 544 544	542 542 542	541 541 541

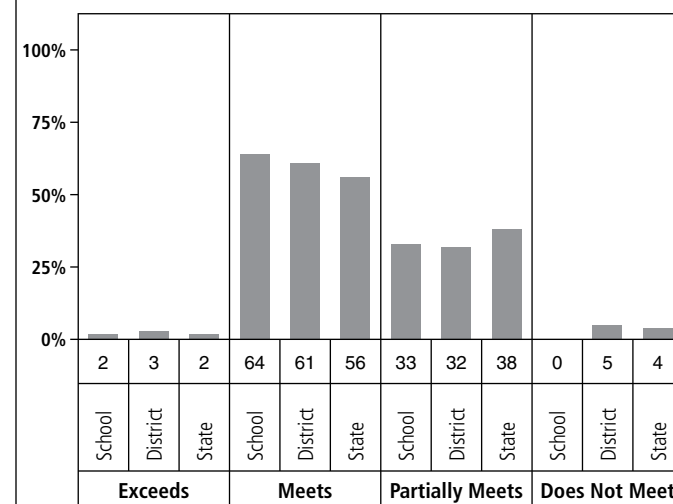
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 5
 District: Portland Public Schools
 School: Presumpscot School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA–Reading						Mathematics												ELA–Writing					
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		45	100	511	100	14332	100	45	100	508	99	14252	100	45	100	507	99	14255	100							45	100	502	98	14191	99
Ethnicity	African American	9	20	94	18	382	3	9	100	93	99	372	97	9	100	93	99	377	99							9	100	90	96	366	96
	American Indian/Native Alaskan	1	2	3	1	106	1	1	100	3	100	103	99	1	100	3	100	103	99							1	100	3	100	103	99
	Asian/Pacific Islander	7	16	44	9	251	2	7	100	43	98	249	99	7	100	43	98	250	100							7	100	42	95	248	99
	Hispanic	1	2	26	5	148	1	1	100	26	100	148	100	1	100	25	96	147	99							1	100	25	96	147	99
	White	27	60	344	67	13445	94	27	100	343	100	13380	100	27	100	343	100	13378	100							27	100	342	99	13327	99
	Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability		1	2	83	16	2522	18	1	100	83	100	2500	100	1	100	83	100	2500	100							1	100	83	100	2482	99
Current LEP		6	13	96	19	287	2	6	100	95	99	278	97	6	100	94	98	283	99							6	100	90	94	270	94
Economically disadvantaged		30	67	248	49	5401	38	30	100	246	99	5355	99	30	100	245	99	5360	99							30	100	240	97	5319	99
Migrant		0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100							0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	29	64	384	75	11327	79	29	64	379	74	11313	79							29	64	377	74	11382	79
Identified disability (PET/IEP)	0	0	23	6	408	4	0	0	20	5	419	4							0	0	21	6	454	4
LEP	1	3	47	12	145	1	1	3	47	12	147	1							1	3	46	12	146	1
504 plan	0	0	0	0	122	1	0	0	0	0	124	1							0	0	0	0	126	1
Participation with accommodations	16	36	114	22	2706	19	16	36	121	24	2743	19							16	36	118	23	2611	18
Identified disability (PET/IEP)	1	6	53	46	1890	70	1	6	56	46	1893	69							1	6	55	47	1841	71
LEP	5	31	41	36	121	4	5	31	44	36	131	5							5	31	40	34	118	5
504 plan	0	0	0	0	58	2	0	0	0	0	57	2							0	0	0	0	53	2
Other	10	63	23	20	655	24	10	63	25	21	680	25							10	63	26	22	617	24
Participation through alternate assessment (PAAP)	0	0	7	1	213	1	0	0	7	1	199	1							0	0	7	1	198	1
Identified disability (PET/IEP)	0	0	7	100	202	95	0	0	7	100	188	94							0	0	7	100	187	94
LEP	0	0	4	57	6	3	0	0	3	43	5	3							0	0	4	57	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	3	1	6	0																		
Approved non-participation – special consideration	0	0	0	0	18	0	0	0	0	0	18	0							0	0	0	0	20	0
Non-participation – other	0	0	3	1	62	0	0	0	4	1	59	0							0	0	9	2	121	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 5
District: Portland Public Schools
School: Presumpscot School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006 2006-2007 Cum. Avg.	0	0	26	6	721	5
		2	4	47	9	702	5
		1	2	37	8	712	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006 2006-2007 Cum. Avg.	22	58	254	54	7571	53
		25	56	265	53	7730	55
		24	57	260	53	7651	54
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006 2006-2007 Cum. Avg.	11	29	123	26	4343	30
		11	24	120	24	4182	30
		11	26	122	25	4263	30
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006 2006-2007 Cum. Avg.	5	13	68	14	1628	11
		7	16	66	13	1419	10
		6	14	67	14	1524	11

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	28.5	59.4	28.9	60.2	28.8	60.0
Literary Text	24	50	13.8	57.5	14.3	59.6	14.2	59.2
Informational Text	24	50	14.7	61.3	14.6	60.8	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 5
 District: Portland Public Schools
 School: Presumpscot School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	2	4	25	56	11	24	7	16	544	498	9	53	24	13	544	14033	5	55	30	10	544
Ethnicity																						
African American	9	1	11	4	44	3	33	1	11	544	92	1	27	38	34	533	368	2	36	38	23	538
American Indian/Native Alaskan	1										3						102	1	36	43	20	539
Asian/Pacific Islander	7	0	0	5	71	1	14	1	14	543	41	7	44	32	17	542	247	8	52	31	9	545
Hispanic	1										23	0	43	43	13	540	143	2	38	42	18	540
White	27	1	4	16	59	6	22	4	15	545	339	13	62	18	7	548	13173	5	56	29	10	545
Not Reported	0										0						0					
Identified disability																						
Yes	1										76	3	41	28	29	538	2298	0	22	43	34	535
No	44	2	5	25	57	11	25	6	14	545	422	11	55	23	10	546	11735	6	62	27	5	546
Limited English proficient students																						
Current LEP in first year	0										2						3					
Current LEP beyond first year	6	0	0	1	17	3	50	2	33	536	86	1	19	40	41	532	263	1	24	43	33	534
Economically disadvantaged																						
Yes	30	1	3	15	50	9	30	5	17	542	238	1	38	35	25	537	5223	2	43	39	17	540
No	15	1	7	10	67	2	13	2	13	548	260	17	67	14	2	551	8810	7	62	25	6	547
Migrant																						
Yes	0										0						8	13	13	63	13	539
No	45	2	4	25	56	11	24	7	16	544	498	9	53	24	13	544	14025	5	55	30	10	544
Gender																						
Female	22	2	9	13	59	5	23	2	9	546	246	13	52	25	10	546	6967	7	57	27	8	546
Male	23	0	0	12	52	6	26	5	22	542	252	6	54	23	16	543	7066	3	53	32	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										178	2	39	33	26	538	1573	0	30	51	19	538
No	45	2	4	25	56	11	24	7	16	544	320	13	61	19	6	548	12460	6	58	27	9	545
Gifted/talented program																						
Yes	0										21	43	57	0	0	560	499	24	72	3	0	556
No	45	2	4	25	56	11	24	7	16	544	477	8	53	25	14	544	13534	4	54	31	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 5
 District: Portland Public Schools
 School: Presumpscot School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										2	22	22	22	33	541	5	3	43	32	22	540
B. less than one hour	77	2	6	20	61	6	18	5	15	545	72	12	55	22	12	546	67	5	56	30	9	545
C. one to two hours	23	0	0	5	50	3	30	2	20	542	25	3	59	29	9	544	26	5	56	30	9	545
D. more than two hours	0										2	13	0	25	63	526	2	2	41	34	23	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	50	0	0	15	71	2	10	4	19	546	31	14	60	17	10	547	35	8	61	24	7	547
B. They match some of what I have learned.	38	1	6	8	50	5	31	2	13	542	53	9	54	26	11	545	52	4	57	31	8	545
C. They match just a little of what I have learned.	10	0	0	1	25	2	50	1	25	538	11	8	43	33	16	541	10	2	38	39	21	539
D. There is no match.	2	0	0	1	100	0	0	0	0	546	5	4	33	33	29	538	3	1	28	41	29	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	39	1	6	12	75	1	6	2	13	548	37	16	61	10	14	548	30	11	65	18	6	549
B. good	51	1	5	12	57	5	24	3	14	544	52	8	55	29	8	545	53	3	56	32	9	544
C. fair	7	0	0	1	33	1	33	1	33	535	11	0	35	41	24	536	15	0	37	45	18	539
D. poor	2	0	0	0	0	0	0	1	100	528	1	0	20	40	40	532	2	0	24	45	31	535
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	17	0	0	2	29	2	29	3	43	538	16	4	33	24	39	536	13	2	41	35	22	539
B. about the same as my regular schoolwork	67	2	7	20	71	4	14	2	7	547	63	10	59	24	7	547	66	6	57	30	8	545
C. easier than my regular schoolwork	17	0	0	2	29	3	43	2	29	537	21	13	55	23	9	547	20	6	59	27	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	1	33	1	33	1	33	535	11	0	12	48	40	531	10	1	27	43	30	536
B. Most of the passages were about the same as what I normally read.	61	1	4	16	64	5	20	3	12	545	46	6	55	27	12	543	55	3	54	34	9	544
C. Most of the passages were easier than what I normally read.	32	1	8	7	54	2	15	3	23	545	43	17	64	14	6	550	35	9	65	20	5	548
How much time do you spend reading at home each day?																						
A. more than one hour	10	0	0	2	50	1	25	1	25	542	19	16	54	14	16	546	17	9	59	24	8	547
B. 20 minutes to an hour	83	2	6	20	57	7	20	6	17	545	64	9	60	22	9	547	57	6	59	28	8	545
C. less than 20 minutes	7	0	0	2	67	1	33	0	0	545	10	8	43	33	16	541	13	2	47	37	14	542
D. I rarely read at home.	0										7	3	20	51	26	535	14	1	45	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	38	1	7	6	43	4	29	3	21	543	23	9	45	30	17	542	25	3	47	35	15	542
B. six to ten pages	24	0	0	6	67	2	22	1	11	545	26	9	52	26	13	544	28	4	55	32	10	544
C. eleven or more pages	38	0	0	9	64	2	14	3	21	544	51	11	59	20	10	546	47	7	60	26	7	546
Optional school/district question																						
A.	0										44	0	0	29	71	520						
B.	0										19	0	33	0	67	521						
C.	0										25	0	0	0	100	511						
D.	0										13	0	0	50	50	528						

MATHEMATICS RESULTS

Date: March 2007
Grade: 5
District: Portland Public Schools
School: Presumpscot School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	5	13	34	7	1415	10
	2006-2007	6	13	67	13	1711	12
	Cum. Avg.	6	14	51	10	1563	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	20	53	220	47	6503	45
	2006-2007	19	42	221	44	6778	48
	Cum. Avg.	20	47	221	45	6641	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	10	26	138	29	3945	28
	2006-2007	9	20	130	26	3884	28
	Cum. Avg.	10	23	134	27	3915	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	3	8	81	17	2434	17
	2006-2007	11	24	82	16	1683	12
	Cum. Avg.	7	16	82	17	2059	15

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	6.7	44.7	7.7	51.3	7.8	52.0
Cluster 2: Shape and Size	14	29	7.0	50.0	6.9	49.3	6.9	49.3
Cluster 3: Mathematical Decision Making	5	10	3.2	64.0	2.8	56.0	3.3	66.0
Cluster 4: Patterns	14	29	7.9	56.4	8.5	60.7	8.5	60.7

Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 5
 District: Portland Public Schools
 School: Presumpscot School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	6	13	19	42	9	20	11	24	543	500	13	44	26	16	544	14056	12	48	28	12	546
Ethnicity																						
African American	9	1	11	2	22	2	22	4	44	538	93	2	22	30	46	529	376	4	29	38	30	536
American Indian/Native Alaskan	1										3						102	8	32	31	28	538
Asian/Pacific Islander	7	1	14	2	29	3	43	1	14	542	42	12	40	36	12	545	249	17	52	24	7	549
Hispanic	1										24	0	33	58	8	539	144	9	34	42	15	541
White	27	4	15	15	56	3	11	5	19	545	338	18	52	22	9	549	13185	12	49	27	11	546
Not Reported	0										0						0					
Identified disability																						
Yes	1										76	5	36	34	25	537	2312	3	27	36	34	535
No	44	6	14	18	41	9	20	11	25	542	424	15	46	25	15	546	11744	14	52	26	8	548
Limited English proficient students																						
Current LEP in first year	0										4						7	0	14	29	57	525
Current LEP beyond first year	6	0	0	0	0	3	50	3	50	530	87	1	21	39	39	531	271	5	26	37	32	535
Economically disadvantaged																						
Yes	30	3	10	11	37	9	30	7	23	541	240	3	32	38	27	535	5240	6	40	35	19	540
No	15	3	20	8	53	0	0	4	27	546	260	23	56	15	7	553	8816	16	53	23	8	549
Migrant																						
Yes	0										0						8	13	38	38	13	544
No	45	6	13	19	42	9	20	11	24	543	500	13	44	26	16	544	14048	12	48	28	12	546
Gender																						
Female	22	4	18	8	36	4	18	6	27	543	247	11	43	28	18	543	6972	11	48	29	12	545
Male	23	2	9	11	48	5	22	5	22	542	253	15	45	25	15	546	7084	13	49	26	12	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										180	4	32	36	27	536	1579	2	31	45	22	537
No	45	6	13	19	42	9	20	11	24	543	320	18	51	20	10	549	12477	14	50	25	11	547
Gifted/talented program																						
Yes	0										21	71	24	0	5	567	499	54	43	3	0	563
No	45	6	13	19	42	9	20	11	24	543	479	11	45	27	17	543	13557	11	48	29	12	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 5
District: Portland Public Schools
School: Presumpscot School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										2	22	22	22	33	538	5	9	39	28	25	540
B. less than one hour	77	4	12	17	52	6	18	6	18	545	72	16	46	25	13	546	67	13	49	27	11	546
C. one to two hours	23	2	20	2	20	2	20	4	40	538	25	8	51	26	16	544	26	12	49	28	11	546
D. more than two hours	0										2	13	13	25	50	530	2	3	40	29	28	538
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	53	5	22	13	57	2	9	3	13	550	43	21	55	15	9	550	41	17	52	23	8	549
B. They match some of what I have learned.	40	1	6	6	35	5	29	5	29	538	47	9	43	33	15	543	48	9	49	30	11	545
C. They match just a little of what I have learned.	7	0	0	0	0	1	33	2	67	523	7	9	16	41	34	536	9	7	33	36	24	539
D. There is no match.	0										3	8	8	31	54	529	3	5	25	29	41	533
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	46	5	26	10	53	3	16	1	5	553	35	28	41	20	11	550	31	27	50	16	7	553
B. good	37	1	7	8	53	2	13	4	27	540	49	8	56	24	12	545	48	8	53	29	11	545
C. fair	15	0	0	1	17	1	17	4	67	526	14	2	31	40	28	536	18	2	37	40	20	538
D. poor	2	0	0	0	0	0	0	1	100	526	2	0	10	30	60	531	3	1	25	41	34	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	8	0	0	1	33	0	0	2	67	526	14	2	21	39	38	532	17	5	40	34	21	540
B. about the same as my regular schoolwork	80	5	16	14	44	7	22	6	19	544	67	12	50	25	13	546	66	12	51	28	10	546
C. easier than my regular schoolwork	13	1	20	3	60	0	0	1	20	550	19	30	49	17	5	554	17	23	49	18	10	551
How often do you use hands-on materials in mathematics class?																						
A. almost every day	10	1	25	2	50	0	0	1	25	546	19	10	37	33	20	540	22	11	45	29	15	544
B. two or three days a week	20	0	0	3	38	1	13	4	50	532	37	13	47	22	17	545	38	13	50	27	10	547
C. two or three times each month	66	4	15	12	44	7	26	4	15	546	39	17	51	23	9	549	33	13	50	27	9	547
D. never	5	1	50	1	50	0	0	0	0	557	5	14	33	33	19	540	8	9	44	27	20	542
How often do you use calculators in mathematics class?																						
A. almost every day	2	1	100	0	0	0	0	0	0	566	3	14	14	36	36	535	6	12	41	25	22	542
B. two or three days a week	17	1	14	2	29	2	29	2	29	537	32	12	50	24	14	545	31	13	50	27	10	547
C. two or three times each month	50	2	10	10	48	3	14	6	29	542	47	12	51	25	12	546	45	13	50	27	10	547
D. never	31	2	15	6	46	3	23	2	15	545	18	24	31	26	19	545	17	10	44	30	17	543
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	7	1	33	1	33	0	0	1	33	545	4	5	42	26	26	538	7	8	37	30	25	540
B. 30–45 minutes	26	0	0	5	45	0	0	6	55	536	24	6	33	34	26	538	31	7	44	33	15	543
C. 45–60 minutes	58	3	12	12	48	7	28	3	12	544	61	17	53	21	9	549	42	14	52	25	8	548
D. more than 60 minutes	9	2	50	1	25	1	25	0	0	557	11	17	37	29	17	544	19	17	52	22	9	549
Optional school/district question																						
A.	0										44	0	14	29	57	525						
B.	0										19	0	33	0	67	524						
C.	0										25	0	25	0	75	519						
D.	0										13	0	0	0	100	509						

ELA–WRITING RESULTS

Date: March 2007
Grade: 5
District: Portland Public Schools
School: Presumpscot School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 Cum. Avg.	1 1	2 2	14 14	3 3	260 260	2 2
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 Cum. Avg.	29 29	64 64	300 300	61 61	7844 7844	56 56
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 Cum. Avg.	15 15	33 33	157 157	32 32	5365 5365	38 38
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 Cum. Avg.	0 0	0 0	24 24	5 5	524 524	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	12.5	62.5	12.1	60.5	11.8	59.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.6	55.0	6.4	53.3	6.2	51.7
Standard English Conventions (Standard F)	8	40	5.8	72.5	5.7	71.3	5.6	70.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 5
 District: Portland Public Schools
 School: Presumpscot School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	1	2	29	64	15	33	0	0	544	495	3	61	32	5	542	13993	2	56	38	4	541
Ethnicity																						
African American	9	0	0	5	56	4	44	0	0	541	90	1	36	52	11	535	366	1	42	51	7	537
American Indian/Native Alaskan	1										3						102	0	51	42	7	539
Asian/Pacific Islander	7	0	0	5	71	2	29	0	0	543	41	2	61	34	2	542	247	2	68	27	3	544
Hispanic	1										23	0	57	35	9	540	143	0	51	39	10	538
White	27	1	4	17	63	9	33	0	0	545	338	4	68	25	3	545	13135	2	56	38	4	541
Not Reported	0										0						0					
Identified disability																						
Yes	1										76	0	29	54	17	534	2295	0	20	63	16	531
No	44	1	2	29	66	14	32	0	0	544	419	3	66	28	3	544	11698	2	63	33	1	543
Limited English proficient students																						
Current LEP in first year	0										2						3					
Current LEP beyond first year	6	0	0	3	50	3	50	0	0	537	84	1	33	51	14	534	261	1	39	49	11	536
Economically disadvantaged																						
Yes	30	1	3	17	57	12	40	0	0	542	235	1	44	45	9	537	5198	1	44	49	6	538
No	15	0	0	12	80	3	20	0	0	548	260	4	75	20	1	547	8795	3	63	32	2	543
Migrant																						
Yes	0										0						8	0	38	63	0	539
No	45	1	2	29	64	15	33	0	0	544	495	3	61	32	5	542	13985	2	56	38	4	541
Gender																						
Female	22	1	5	18	82	3	14	0	0	548	246	5	71	21	4	545	6956	3	67	28	2	544
Male	23	0	0	11	48	12	52	0	0	539	249	1	51	43	6	540	7037	1	45	48	6	538
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										175	2	43	46	9	538	1567	0	38	57	5	537
No	45	1	2	29	64	15	33	0	0	544	320	3	70	24	3	545	12426	2	58	36	4	542
Gifted/talented program																						
Yes	0										21	10	81	10	0	553	499	9	77	13	1	549
No	45	1	2	29	64	15	33	0	0	544	474	3	60	33	5	542	13494	2	55	39	4	541

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number